Date	Time	Class/Set	Lesson No	No. in class	Room
Wednesday 18th September	15:00	10x/Sc1	3	14	K217

Your targets from the weekly training meeting relevant to this lesson

Background of the class context of your teaching and learning plan and your expectations

Targeted Support: .	Additional Adults:

Relevant Curriculum Statements

Working scientifically skills - W.S 1.1, 1.3 and 1.6
4.6 Inheritance, variation and evolution

Pre-supposed knowledge (From earlier in the topic and from the previous year where this was taught)>

They would not have been introduced to this topic formally through the KS3 curriculum, however they would probably have some previous learning through outside sources such as YouTube, social media, trips to the museum etc.

Potential misconceptions

As they would not have learned it there would be more opportunities for preconceptions, such as all humans have come from apes, evolution has an end goal etc. Also once they have learned about how natural selection works, they may have trouble distinguishing it from variation, so it would be important for the next lesson to really distinguish the two processes.

Lesson Objectives

For students to critically engage with their own preconceptions and how they have formed.
To think scientifically, especially in reference to working scientifically skills:
W.S 1.1, 1.3 and 1.6

Success criteria. (What will the pupils be able to do at the end of the lesson, if they meet the lesson objectives)?

If they are able to change their answers to the diagnostic activities in the beginning of the lesson based on now being introduced to the concept of evolution via natural selection.

Time	**Teacher Activity** What are you doing? Additional adults in room?	**Pupil Activity** What are the pupils doing? **Evidence of progress? Refer to Learning Points**	**.What specific questions are you asking/ and to whom?**
15:00	Introducing today's lesson as the theory of evolution via natural selection.	Students getting settled into classroom and writing down the lesson objectives.	
15:05	Checking students understanding from answers provided. Building answers until textbook definition is given from group discussion.	Students are writing down their definition of what variation is on their whiteboards.	Asking all students what variation is? And then asking to build until definition is given Select one student to explain their definition, ask students if agree or disagree and why.
15:10	First lesson slide from today's lesson. A typical picture used to show the process of evolution. Listening to student's feedback, potentially asking probing questions such as what the picture not shows/who or what does it not include, to challenge students to think more critically.	Think, pair, share – students to share if they have interacted with image before, share their initial understandings of evolution and also think scientifically. Purpose is to understand students initial understanding of evolution using an image they have likely interacted with previously, also to think critically/scientifically about whether this image is supposed to be representing.	
15:18	The second slide will have three statements or 'preconceptions about the theory of evolution via natural selection. I will ask students to share if they have heard these statements before, if they agree and why, and then introduce the definition of evolution.	Students will put their hands up if they agree with the statement and share why, and other students are to add to or critique their explanations. Students to think critically about preconceptions and begin to develop and critique statements to grow their	
15:26	Introducing concept of evolution, presentation slide to have definition of evolution on the smartboard.	Students are to write down theory of evolution.	
15:30	Introducing concept of natural selection, presentation slide to have definition of natural selection and examples on the board.	Students are to copy down natural selection definition and examples into book.	
15:40	Going back to original slide of image that represents evolution in popular culture, asking students for feedback	Students are to reflect on previous answers and use new learning to develop their old answers.	

15:50	Set homework activity – Worksheets on evolution via natural selection.	Students to reinforce concept of evolution.	
Evidence of Pupil Progress (Complete this section in advance of the lesson).			

Resources needed:
Health and Safety issues and Risk Assessment:
Homework set: Homework research specialized cells.

The next page of the lesson plan is to be completed after the lesson is finished.

Evaluation & Reflection

Please complete a detailed evaluation for each of your formally observed lessons. For other lessons, the evaluation might cover all headings below or focus on just some in detail.

Learning Outcomes/Objectives

Were Intended Learning Outcomes/Objectives met? How do you? If not, why not?

Assessment:

Were your assessment strategies effective? Did you give appropriate feedback?

Misconceptions

What misconceptions arose in this lesson, how did you tackle these? How confident are you that all pupils have a concrete understanding of the topic. Refer to evidence from the lesson.

Communication:

Were your instructions clear?

Timings/resources

Were your planned timings appropriate, did you do a plenary? If not, why not?

Inclusion

Were all pupils able to participate at an appropriate level? If not, why not?

Classroom management

Were pupils on task? If not, what might encourage them to engage in the lesson?

Conclusion

Identify pupils you need to target & why.
Was there progress against your development targets?
Identify SMART targets, referenced against CCF / Teachers' Standards
How will this inform your next lesson / future practice?